



The use of the Interactive Learning Platform Quizizz in Enhancing Vocabulary Acquisition in English Language Teaching: A Literature Review Study

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Abstract:

Background: English vocabulary understanding remains a chronic challenge for EFL students in Indonesia, especially at the junior secondary level, where limited prior exposure and traditional rote-learning approaches frequently result in low motivation and low retention.

Aims: This study aims to bring together empirical evidence on the efficacy of Quizizz, a gamified digital assessment instrument, in improving English vocabulary acquisition and involvement among EFL learners.

Methods: A systematic literature review was undertaken in accordance with PRISMA standards. 20 peer-reviewed research (2019-2025) from Google Scholar, Scopus, and Sinta-indexed journals were thematically examined along six dimensions: vocabulary acquisition, motivation, anxiety reduction, usability, feedback, and implementation concerns.

Result: Based on the findings, 85% of studies revealed higher motivation, 45% confirmed improved vocabulary retention (particularly in picture-word recognition), and 30% stated less language anxiety as a result of Quizizz's game-like, low-stakes design. However, 50% highlighted problems such as inconsistent internet, time constraints, and limited higher-order thinking activities.

Conclusion: Quizizz is an appealing tool for vocabulary reinforcement and affective engagement in EFL settings, especially when integrated into communicative teaching methodologies and tailored to local infrastructure realities

Keywords: EFL, Gamification, Motivation, Quizizz, Vocabulary Mastery

1. INTRODUCTION

In the 21st century, English has firmly established itself as a lingua franca, serving as the primary medium of communication in various aspects of science, technology, education, culture, socials and economics. To respond to this, the Indonesian government has integrated English as a compulsory subject in the Indonesian national curriculum, aiming to provide. Although it is taught as a compulsory subject, the students show low English proficiency in acquiring vocabulary still far from enough; it remains alarming now, the foundation of language competence (Nation, 2001) students with the foundation of communication competence.

English is considered difficult and feared by many students, causing them to feel intimidated and anxious when learning it. In learning English, there are four main skills: speaking, reading, listening, and writing. Some common challenges often faced by students are related to vocabulary, grammar, pronunciation, and other issues, such as motivation and lack of interest in English, which also raise challenges for educators in enhancing the quality of English language learning. These affective factors, the anxiety and low motivation, have been shown to hold back the language mastery, particularly in English Foreign Language (EFL) for the Indonesian context, where students mostly lack exposure to English (Khine & Liu, 2022). As a result, educators and the government have tried many methods and approaches to improve English language learning.

Mastering English as a foreign language (EFL) presents numerous hurdles, particularly in skill-based linguistic learning and practice rather than memory and theory. Vocabulary acquisition is considered particularly significant in the language learning process. Students with a limited vocabulary will struggle to participate in a variety of linguistic activities. This constraint also happens in provincial Indonesian schools, such as SMP Negeri 4 Kota Bengkulu. According to teachers, many students who join junior high school do not grasp many English words since they did not receive a comprehensive English language education at the prior level. As a result, students experience frustration and choose to be passive and less involved in learning, a

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pattern commonly found in the EFL context with limited linguistic exposure (Khine & Liu, 2022).

Despite curriculum expectations and tireless efforts, EFL teachers in Indonesian secondary schools frequently face important pedagogical restrictions that restrict successful vocabulary instruction. Large class sizes, limited teaching time, restricted access to real English input, and different student skill levels make it challenging to apply communicative or student-centered techniques (Khine & Liu, 2022). Many teachers adopt traditional, teacher-centered approaches like rote learning, word lists, and translation exercises simply because they are doable in resource-constrained environments. However, these strategies usually fail to promote deep lexical recall or active usage; worse, they reinforce student passivity and worry about English acquisition.

Today's technological advances are massive. The use of computers and technology as learning media greatly assists the teaching process because it reflects a more advanced, efficient, and adaptive approach to the needs of digital learners. Gamification, the application of game elements in a non-game context, is one of the most enjoyable teaching methods because it attracts students' attention, arouses curiosity, and reduces learning anxiety (Sailer & Homner, 2020). Moreover, teaching English through a game-based approach can simplify students' perception of a language that is considered complex, especially at the intermediate level, where cognitive load and academic pressure begin to increase. The use of gamification in English teaching can be applied not only in delivering material, but also in formative assessments and collaborative activities, so that the evaluation process feels more interactive and less intimidating.

Quizizz is a web-based gamification application that enables interactive learning and formative assessment. The platform has a user-friendly interface, multimodal features (audio, video, and graphics), and game-based learning mechanisms, including leaderboards, limited response time, and instant feedback. These elements ease the assessment procedure for teachers and transform students' opinions of English learning from boring to difficult and engaging. Jiménez-Sánchez & Gargallo-Camarillas, (2020) stated that the usage of Quizizz for EFL learning in the classroom increased both intrinsic and extrinsic motivation of the students, since the students said it just like a game.

A real-time evaluation system allows students to see their scores and mistakes immediately, providing immediate reflection and recurrent vocabulary reinforcement, which is a key idea in learning language (Nation, 2001). Furthermore, healthy competition through leaderboards has been shown to improve affective engagement and minimize language anxiety, particularly among middle elementary students who are sensitive to public (Liu et al., 2025). Thus, Quizizz is

more than just a technical tool; it is a pedagogical medium that aligns with the concepts of engagement-based learning and formative feedback.

The purpose of this study is to evaluate the impact of using the Quizizz application on students' vocabulary acquisition in English language learning. This study analyzes the literature on game-based learning platforms and their impact on English language learning, particularly vocabulary mastery at the primary, middle, and high school levels, as well as at the university level. The researcher believes that this study will provide a better understanding of the significance of game-based learning platforms in the learning process, particularly in the teaching of English, where they function as a medium and learning resource that attracts students' interest in education.

Recent studies show that Quizizz greatly improves English vocabulary learning and student engagement in a variety of EFL settings. Liu et al., (2025) conducted a quasi-experimental study with rural elementary students in Taiwan and discovered that Quizizz respondents achieved a 30.5% increase in vocabulary recognition and retention, which was considerably greater than the control group, particularly in visual (picture-word) activities. Similarly, Zhang & Crawford, (2024) revealed that Quizizz supports the internalization of motivation among Chinese EFL learners by fulfilling basic psychological demands (autonomy, competence, relatedness) as proposed by Self-Determination Theory. Multiple studies in Indonesia reinforce similar findings. According to Zuhriyah & Pratolo, (2020) University EFL students perceived Quizizz as an entertaining assessment instrument that improved their confidence, motivation, and reading ability. Ridhwan, (2023) discovered that Quizizz transformed evaluation from an anxiety-inducing process to a fun, interactive experience for new English learners in Islamic higher education. Isma et al., (2022) also found that non-English major university students had overwhelmingly good opinions of Quizizz in terms of ease of use, content mastery, learning satisfaction, and motivational impact. In summary, this body of research highlights Quizizz's potential as an effective, engaging, and psychologically supportive tool for vocabulary education in EFL contexts, especially when conventional methods fail.

While recent studies indicate Quizizz's potential for EFL learning, significant gaps remain. Liu et al., (2025) found significant improvements in vocabulary recognition among rural Taiwanese elementary students, but their findings may not apply to Indonesian adolescents, who struggle with linguistic and curricular problems. Similarly, Zhang & Crawford, (2024) investigated Chinese primary learners using Self-Determination Theory, with a focus on motivated internalization rather than on vocabulary achievements.

The current study in Indonesia focuses primarily on higher education: Ridhwan, (2023), Zuhriyah &

Pratolo, (2020) and Isma et al., (2022) all studied university-level EFL students, whose cognitive maturity and digital literacy differ significantly from junior secondary students. Furthermore, these studies focused on perceptions and involvement rather than quantitative vocabulary improvement.

Furthermore, no study has thoroughly investigated how Quizizz especially fosters English vocabulary mastery among Indonesian SMP students, a group with high requirements (low foundation vocabulary, limited prior exposure) and high relevance (national curriculum focus). This review covers that gap.

Many Indonesian students struggle to understand English. They frequently experience boredom or anxiety, particularly when learning vocabulary, which is the foundation of all language skills. Traditional methods, such as memorizing word lists, are rarely effective and may cause children to lose interest.

During and after the pandemic, internet tools like Quizizz grew in popularity because they make studying more like a game. Students like instant scores, memes, leaderboards, and friendly competition. Teachers find it simple to use for quizzes and reviews.

According to studies conducted in Indonesia Zuhriyah & Pratolo, (2020), Ridhwan, (2023), Isma et al., (2022) other countries Liu et al., (2025), Zhang & Crawford, (2024) Quizizz makes students feel more motivated, confident, and engaged. It also enhances language learning, particularly recognition and memory.

However, the majority of these studies are conducted with university or elementary students. Junior High School (SMP) has received little attention, despite being a vital period in which language gaps are significant, and motivation is unstable.

As a result, it is critical to study what existing research says about Quizizz and vocabulary, so that teachers in SMP can use it effectively. This review is going to answer the question: Does Quizizz help students learn vocabulary in English more effectively? And how can it be efficiently implemented in Indonesian junior secondary classrooms?

This study's review is going to look at how Quizizz, a gamified digital assessment platform, helps EFL learners in acquiring English vocabulary, with a focus on effectiveness, student engagement, and practical use in Indonesian educational environments. By aggregating findings from 20 peer-reviewed studies published between 2019 and 2025, including major contributions from five prior studies. This review aims to answer three key questions:

1. How can Quizizz improve vocabulary acquisition, particularly recognition, retention, and contextual use?
2. How does it impact student motivation, confidence, and classroom engagement?
3. What are the practical implications for teachers in Indonesian junior secondary schools, particularly in resource-constrained settings?

Finally, this study explores not just whether Quizizz works, but also how, for whom, and under what conditions it might be used effectively in real classrooms to increase primary English vocabulary competence.

2. MATERIAL AND METHOD

Research Design:

This study utilizes a methodical literature review design to gather empirical information on the effectiveness of Quizizz in improving English vocabulary mastery among EFL learners. The technique complies to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) criteria, which emphasize transparency, reproducibility, and rigor in source selection and analysis.

Participant: Not applicable as this is a literature review instead of a primary study.

Population and sampling methods:

The "population" refers to peer-reviewed journal articles published in English between 2019 and 2025. Sources were found in national journals indexed by Google Scholar, Scopus, and Sinta. The initial search utilized the following keyword combinations:

1. "Quizizz" AND "vocabulary"
2. "Quizizz" AND "EFL"
3. "gamified assessment" AND "English vocabulary"
4. "Quizizz" AND "motivation" AND "language learning"

Instrument: No primary instrument was utilized. The "analytical instrument" was a general classification framework based on five major dimensions:

1. Vocabulary acquisition (recognition, retention, and use)
2. Student Motivation and Engagement.
3. Anxiety and confidence.
4. Teacher Implementation and Challenges.
5. Technical and environmental aspects (e.g., internet, device accessibility).

Procedures & Timeframe:

1. Initial search (November 2025) got 35 articles.
2. Screening: Titles and abstracts are assessed for relation to Quizizz and English vocabulary.
3. Eligibility Assessment: Full texts are appraised according to:
 - a. Empirical methodology (qualitative, quantitative, or hybrid)
 - b. EFL context.
 - c. Clear explanation of vocabulary consequences
 - d. The final selection included 20 items that matched all criteria.

- e. Thematic analysis involved classification, comparing, and synthesizing articles to identify common patterns.

Analysis plan: Data was examined using theme synthesis. Each study was read several times to discover patterns, issues, and contextual insights. The findings were organized into the five characteristics listed above, with a focus on learner level (elementary, secondary, university) and geographic location (e.g., Indonesia, Taiwan, China).

Scope and limits of the methodology:

1. Only English-language papers were considered, perhaps eliminating relevant local studies in Bahasa Indonesia.
2. Focus on peer-reviewed journals. Only conference papers, theses, and non-academic reports were excluded.

3. Time-bound (2019-2025) to capture post-pandemic digital learning trends.
4. Cannot prove causal linkages (as in primary research) but gives a strong evidence synthesis for application and policy.
5. This study follows the PRISMA approach for systematic reviews

3. RESULT AND DISCUSSION

3.1 Result

A total of 20 peer-reviewed journal articles (published between 2019 and 2025) about the application of Quizizz in English language acquisition were examined. The findings have been classified into five important dimensions. The findings are presented in Table 1 and discussed below.

Table 1. Summary of Results from 20 Studies on Quizizz in English Learning

	Number of Studies	Percentage
Vocabulary Acquisition and Retention	9	45%
Motivation & engagement	17	85%
Reduced anxiety and boosted confidence	6	30%
Usability and accessibility.	13	65%
Formative assessment and immediate feedback	11	55%
Challenges and limitations	10	50%

(Note: Percentages exceed 100% because several studies reported on more than one focus area.)

3.2 Discussion

The findings of this research study strongly demonstrate that Quizizz improves English vocabulary learning, particularly among EFL learners in Indonesia and other Asian contexts.

First, nine studies (45%) focused directly on vocabulary learning. Liu et al., (2025) and Nordin, (2023), both from rural secondary schools, discovered considerable gains in picture-word recognition, with Liu reporting a 30.5% rise in vocabulary scores. Fadillah & Maryanti, (2021) reported similar benefits among Indonesian SMP students, noting that frequent exposure to Quizizz supported consolidate word meaning. According to Thi et al., (2022) and Suharni et al., (2021) quizzes helped pupils remember phrases because they felt like "practice, not pressure." Brahmana, (2022) and Isma et al., (2022) point out that visual cues and immediate repetition improved recall.

Furthermore, motivation and engagement were identified as the strongest and most consistent findings (85%). Almost all research found that students liked the leaderboard, memes, timers, and competitive spirit.

Zhang & Crawford, (2024) connected this to Self-Determination Theory, demonstrating that Quizizz meets needs for competence and autonomy. Pham, (2022) found that when students "won" a round, they had significant enthusiasm levels ($M=4.44$). Solikhah & Galuhwardani, (2023) separated between intrinsic ("I'm curious!") and extrinsic ("I want to be #1!") motivations, both of which exist. Even in grammar-focused research Rahmadani et al., (2022) students said that they "looked forward to Quizizz days." Sofiyana et al., (2025) reported that there is significant difference in average mean for students motivation and effectiveness in using Quizizz raise from pre-test to post-test.

Next, six research (30%) reported decreased anxiety. Ridhwan, (2023) described a transition from "nervousness to enthusiasm" among new university students. Zuhriyah & Pratolo, (2020) and Pertiwi, (2022) found that anonymous usernames and self-paced learning made students feel "safe to try." Pham, (2023) quantified this: students reported feeling "relaxed" ($M=4.18$) during Quizizz sessions, as opposed to standard tests.

Fourth, usability received high marks in 13 surveys (65%). Irwansyah & Izzati, (2021), Dhamayanti, (2021) and Lim & Yunus, (2021) all described Quizizz as "easy, intuitive, and smartphone-friendly." Predyasmara et al., (2022) suggested that even students with limited digital literacy may acquire it in a single session.

Fifth, 11 studies (55% of the total) valued formative feedback. Zuhriyah & Pratolo, (2020), Irwansyah & Izzati, (2021), and Ridhwan, (2023) highlighted the post-quiz review screen, which allows students to "see why they were wrong." Teachers in Lim & Yunus, (2021) and Munawir & Hasbi, (2021) used these reports to make real-time adjustments to their instruction.

Finally, ten research (50%) accurately reported obstacles. Liu et al., (2025), Nordin, (2023), and Dhamayanti, (2021) all mentioned unstable internet in rural locations. Pertiwi, (2022) and Predyasmara et al., (2022) cautioned that timers can induce stress. Pham, (2023) and Lim & Yunus, (2021) warned that user-created quizzes could contain errors, necessitating teacher supervision.

To summarize, Quizizz is not a perfect tool but rather a highly useful supplementary tool when used properly. It transforms vocabulary review into a fun, low-anxiety experience that boosts confidence and encourages practice, all of which are essential for long-term memory. It excels in improving vocabulary recognition, increasing motivation, and reducing anxiety, particularly in resource-constrained or digital-first classrooms such as those in Indonesia.

3.2.1 Implications

The study demonstrates that Quizizz can be a useful and successful tool for Indonesian English teachers, particularly in junior secondary schools, to make vocabulary learning more interesting, enjoyable, and memorable. Schools and curriculum designers may explore incorporating Quizizz into formative assessment routines, particularly for mixed or online learning settings. This reflects what the students are doing in the process of acquiring English in a different and modern way, which helps the students become more engaged with English itself.

3.2.2 Research Contribution

This study is one of the first studies to combine research on Quizizz and vocabulary competence from various educational levels and nations. It demonstrates not only how Quizizz works, but also how fast feedback, gamification, self-pacing, and reduced anxiety bridge the gap created by broader gamification research.

3.2.3 Limitations

The majority of the studies evaluated were short-term (6-10 weeks) and focused on recognition rather than productive use (such as speaking or writing). Few focused on SMP (junior high) students in Indonesia, and

many used self-reported data rather than objective language assessments. Technical difficulties (internet and device access) were identified but not thoroughly investigated.

3.2.4 Suggestions

For teachers: Use Quizizz for vocabulary review and low-pressure practice, but reinforce with communicative tasks (e.g., role-playing, writing) to improve practical application. For researchers: Conduct long-term studies in Indonesian SMP contexts to quantify productive vocabulary improvements rather than merely recognition. For developers: Improve question quality control and include an offline mode to support students with inadequate internet connections

4. CONCLUSION

This literature review synthesized findings from 20 peer-reviewed studies published between 2019 and 2025 to examine the effectiveness of Quizizz in enhancing English vocabulary acquisition among EFL learners. The review indicates that Quizizz positively influences vocabulary learning, particularly in terms of recognition and retention, while also increasing learner motivation and reducing language anxiety through its gamified and low-stakes design.

The findings further suggest that Quizizz is most effective when used as a supplementary tool for vocabulary reinforcement rather than as a standalone instructional method. While its interactive features and immediate feedback support learner engagement, challenges such as limited internet access, time constraints, and restricted opportunities for higher-order language use remain evident.

Overall, Quizizz represents a practical and engaging digital assessment tool for EFL classrooms, especially in contexts with limited exposure to English. Its integration into communicative and context-based teaching approaches is recommended to maximize vocabulary learning outcomes and pedagogical effectiveness.

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6. AUTHOR CONTRIBUTION STATEMENT

The author was responsible for the conceptualization of the study, literature search and selection, data analysis

and synthesis, and manuscript preparation. The author also reviewed and approved the final version of the manuscript.

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